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**FIRST PARAGON READER.**



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**LONDON.**  
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## P R E F A C E.

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\* The thanks of the Editor are due to the Editor of "Home Words" for permission to use Mrs. Prosser's fables, and some pieces of poetry; and also to the Publisher of the "Infants' Magazine" for permission to reprint some of the poetry contained in that Magazine.



# CONTENTS.

*The Italics indicate Poetical Pieces.*

	Page		Page
Wishing and Working .....	5	A Walk in Spring .....	51
Spring.....	7	The Boy that Did Not Care ..	54
<i>The Child's Welcome to</i>		More than One Way.....	56
<i>Spring</i> .....	9	Work .....	58
Play .....	10	The Bee and the Wasp.....	60
Helping Father and Mother ..	12	<i>Work and Play</i> .....	61
Cats and Dogs .....	14	A Storm in Summer.....	62
Two Lessons in One .....	17	Get up Early .....	63
Summer .....	18	A Walk in Summer .....	66
<i>Little Things</i> .....	21	Birds' Nests .....	69
The Sparrow .....	22	The Brook .....	70
Glass .....	24	The Horse .....	72
<i>My Little Sister</i> .....	26	A Walk in Autumn .....	75
How Houses are Built .....	27	<i>Going to Bed</i> .....	77
Done at Last .....	29	A Walk in Winter.....	78
Blind Will .....	30	The Robin .....	81
<i>How to get on</i> .....	32	The World .....	82
Autumn .....	33	The Country .....	84
Rats.....	35	<i>I must not Tease my Mother</i>	86
At the Farm .....	37	Just Wait a Minute, Part I.	88
Winter ...	39	"        "        Part II.	89
<i>A Bird's Nest</i> .....	41	Our Clothes, Part I. ....	91
The Cat .....	43	"        Part II.....	93
A Miss is as Good as a Mile	45	The First Letter .....	95
Wild Rabbits.....	47	Spelling Lessons .....	96
<i>The Barber and Tom</i> .....	49		

## FIRST PARAGON READER.

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### WISHING AND WORKING.

**i'-dle**, lazy

**grains**, small seeds

**hard**, firm ; a **hard winter**, a very cold winter

1. "Oh dear," said an idle young sparrow to a robin, who was picking up some grains of corn, that had fallen among a heap of straw, "I wish the ground was not so hard."
2. "So do I," said the robin, "but at this time of the year, you know, it is often hard."
3. "Yes, I suppose so, but I cannot find anything to eat. I do wish there were some berries on that large haw-thorn tree. It is not worth while going to look for them, for they are sure to be all gone."

4. "It is a hard winter," said the robin, "but for all that, I know that many of your friends and mine too, have got a good dinner from that tree for many days past."

5. "Yes, I know they did," said the sparrow in a sad tone, "but I cannot think where they found anything, as I do not see a single berry on it. I wish I knew where I could find some breakfast, for I am very hungry, and I see no chance of getting any."

6. "Nor do I," said the robin, "while you sit still and do nothing but wish. If you set about looking for something, I think you will stand a better chance. I have had a good meal, while you have been wishing for one. Try my plan, and I think you will find it is the best."

Pronounce and Spell:—

young	wish'-ing	fall'-en	haw'-thorn	hun'-gry
worth	work'-ing	a-mong'	din'-ner	noth'-ing
while	spar'-row	oft'-en	man'-y	look'-ing
chance	rob'-in	sup-pose'	break'-fast	some'-thing
meal	pick'-ing	ber'-ries	get'-ting	bet'-ter

QUESTIONS.—What was the sparrow's first wish? What was the robin doing at the same time? What was the sparrow's second wish? Why did not the sparrow go to the hawthorn tree? What advice did the robin give to the sparrow?



## SPRING.

**crops**, plants in field  
**weeds**, small wild plants  
**buds**, young leaves

**oft'-en**, many times  
**sow**, plant  
**clear'-ed**, carried away

1. Spring is a nice time of the year. When the cold winter is over, we feel the warmth of the sun. The days grow longer, and the birds begin to build their nests. In the fields are the young lambs playing by the side of their mothers.

2. The men sow the seed in the fields, and the grass grows long and green. The flowers spring out of the ground, and the little buds on the trees swell and burst open. Then the leaves spread out wide, and the plants in the garden look nice and fresh.

3. There is much work to be done in spring, both in the garden and on the farm. The fruit trees must be seen to, and the weeds pulled up and cleared away, or the young plants will not be able to grow well.

4. The farmer sends his men into the field to feed the sheep and lambs, and to hoe the crops of peas and beans.

5. In spring there is often much rain, which makes the grass look green, and helps the things to grow in the garden.

Pronounce and Spell :—

year	lambs	fruit	long'er	o'-pen
warmth	sow	hoe	play-ing	gar'-den
grow	swell	beans	moth'-ers	pull'-ed
build	leaves	win'-ter	flow'-ers	clear'-ed
fields	spread	be-gin'	lit'-tle	a-way'

QUESTIONS.—When does spring come? What work is done in spring? Say what the farmer does at this time? What makes the grass look green?



## THE CHILD'S WELCOME TO SPRING.

cun'-ning, nimble

beau'-ti-ful, pretty

1. Dear mother, guess what I have heard :  
    Oh ! it will soon be spring ;  
    I'm sure it was a little bird ;  
    Mother, I heard him sing.
2. Look at this little piece of green  
    That peeps from out the snow,  
    As if it wanted to be seen ;  
    'Twill soon be spring I know.
3. And, oh, come here, come here and look,  
    How fast it runs along ;  
    Here is a cunning little brook,—  
    Oh ! hear its pretty song.

4. I know 'tis glad the winter's gone,  
That kept it all so still ;  
For now it merrily runs on,  
And goes just as it will.
5. I feel just like the brook I know,—  
It says, it seems to me,  
Good-bye, cold weather, ice and snow,  
Now boys and brooks are free.
6. I love to think of what you said,  
Mother, to me last night,  
Of this great world, that God has made  
So beautiful and bright.

Pronounce and Spell :—

guess	kept	said	want'-ed	win'-ter
heard	goes	bright	a-long'	weath'-er
piece	bye	moth'-er	cun'-ning	mer'-ri-ly
know	ice	lit'-tle	pret'-ty	beau'-ti-ful

## PLAY.

**mer'-ry**, bright, pleasant    **whole heart**, all your thoughts

1. I love to see boys and girls at play. It does all of us good to hear their merry shout, and see them run and jump from place to place. Then, if they have all been good at school, play will be so much more sweet and happy.

2. Look what a long way one boy has sent the ball with his bat ! See, there it goes high

up in the air! And now that boy with a blue cap has caught it. Well done, my boy!



That is the way to play. Give your whole heart to it, while you are at it, and then when you go to school, try to work as hard, and give your whole heart to that also.

3. Those girls, too, seem very happy, skipping with their ropes, and playing with their balls. Their cheeks look nice and red. And now they are all ready for their school.

4. When school is over, off they run home to tell their mothers of their good work at school, and of their happy games. When it



is time for bed, off they go, and are soon fast asleep. They are up early next morning, ready for school and play. Thus may their days pass by, making these boys and girls good, and clever, and strong.

Pronounce and Spell :—

blue	heart	hap'-py	read'-y	mak'-ing
caught	cheeks	skip'-ping	moth'-er	clev'-er
whole	mer'-ry	play'-ing	morn'-ing	strong

QUESTIONS.—What is the best way to make our play bright and happy? How should we work, and how should we play?

## HELPING FATHER AND MOTHER.

no pains, no care  
 hon'-ey, food of the bee  
 hab'-its, man'-ners

plough, a large tool  
 mile, a great many yards  
 earn, get money by work



1. Boys and girls should not wish to play all the time they are out of school. They should try and help their father and mother in the garden, or in the house.

2. Even little boys may do much, for they can pick up stones and pull up weeds in the

garden, or sweep away the dead leaves, and tie up the flowers.

3. A girl can help her mother in very many ways, and this will make her glad when mother has much to do and feels tired.

4. She can nurse the baby, or fetch the water, or run to the shop when her mother wants anything. She may also help her to wash the house and sweep the yard.

5. If boys and girls do no work when they are young, they may grow up with bad habits, and so come to want when they are men and women. No one cares to give idle people work, for they take no pains with what they have to do.

6. Most people must do some work, or they will earn no money to buy food and clothes. We see how hard the little bees work to get honey, flying about all day from flower to flower.

7. Birds work, and get moss and sticks and wool for their nests, and food for their young ones.

8. Horses work in the fields, and in the towns. They draw heavy loads, and carry men on their backs many miles.

9. Dogs work as well ; they mind the house at night, and help to drive the sheep and the cows from one place to another.

Pronounce and Spell :—

should	earn	fa'-ther	an'-y	hon'-ey
sweep	clothes	moth'-er	hab'-its	fly'-ing
leaves	wool	lit'-tle	wo'-men	heav'-y
tie	fields	a-way'	i'-dle	man'-y
nurse'	loads	flow'-ers	peo'-ple	an-oth'-er
fetch	plough	wa'-ter	mon'-ey	an'-y-thing

QUESTIONS.—What should boys and girls try to do ? Name some things little boys may do. How can girls help their mothers ? What do most people have to do when they grow up ? Name some creatures that work hard.

## CATS AND DOGS.

**an'-gry**, in a bad temper      **drown**, to kill by putting into water



1. Cats and dogs do not like each other. When a dog sees a cat, off he will run, and bark, and try to catch her. Puss puts up her back, and looks very angry, and she will scratch him if she

can ; or she will run up a tree, where the dog cannot get at her.

2. But if cats and dogs live in the same house, and have grown up with each other, sometimes they become very great friends.

3. I have seen them lying asleep, with the dog's paw round Pussie's neck, as if to take care of her, and keep her from harm. They will eat from the same plate and seem like brother and sister.

4. Let me tell a little story I have read about a cat and a dog that lived in the same house. The dog was called Bob: he had never liked cats, and would not have much to do with the cat in the same house. The cat lived mostly in the barn, to keep the rats from the hens and chickens.

5. Puss had some kittens, and the man, thinking there would be too many to keep, took three of them to drown. He did this in a cruel way, just tossing them into the pond, where they might sink or swim.

6. Bob was very happy on the hearth-rug in the room, when in rushed poor Puss, looking quite wild, and dripping with wet mud. She went to the dog, and looked at him very hard. The dog jumped up and ran out with her to the yard.

7. A lady went out to see what the dog would do. Away he ran to the pond, jumped in, and soon brought one kitten safe to shore. Then in he went again, and brought out a second. Then a third time he went in, and finding the other kitten dead, he left it, and jumped on the bank and shook himself.

8. But poor Pussy could not let the dead kitten stay there. She gave a look at the dog, as much as to say, "Do not leave my little one there!" The dog went in once more, and brought the dead kitten to the bank.

9. The two poor kittens were taken care of, and the kind dog made himself nurse, and was with them when their mother was away. The cat and Bob were great friends after this, until Bob died.

Pronounce and Spell :—

catch	brought	ly'-ing	chick'-ens	look'-ing
scratch	shook	a-sleep'	kit'-tens	drip'-ping
paw	leave	broth'-er	think'-ing	moth'-er
drown	oth'-er	call'-ed	cru'-el	sec'-ond
quite	an'-gry	most'-ly	hearth'-rug	un-til'

QUESTIONS.—How do dogs and cats generally act when they see each other? When are they good friends? Can you tell me any case in which they have been good friends?

## TWO LESSONS IN ONE.

**twig**, a very small branch  
**slender**, thin

**trim**, put straight  
**wear'y**, tired



1. "Oh dear," cried a young sparrow, as he sat on a twig, to trim his feathers, and rest his weary little wings, "how very rough the wind is; I wish I were safe in the nest under my mother's wing."

2. "Cheer up," cried a robin who was picking up some seeds in the garden below, "you will be better when you have rested and had some dinner. There is plenty here for us both, if you will come down."

3. "Thank you," said the sparrow in a very sad tone, "but I can hardly fly at all in this wind. How I wish I had taken mother's advice, and not come so far from home."

4. "Ah!" said the robin, "you may be sure you are not the first young sparrow that has wished that, and if this wind has done you no other good, it has taught you one good lesson."

5. "Think also of this for your comfort. When you came this way you were flying against the wind, but now, if you turn back, the same wind will blow you straight home."

Pronounce and Spell :—

cried	les'-son	moth'-er	rest'-ed	some'-thing
twig	spar'-row	pick'-ing	plen'-ty	teach'-ing
rough	feath'-ers	gar'-den	hard'-ly	com'-fort
owe	wear'-y	be-low'	tak'-en	fly'-ing
straight	lit'-tle	bet'-ter	ad-vice'	a-gainst'

QUESTIONS.—Where was the young sparrow you have been reading about? What was he trying to do? What did he wish? Who heard him? What did the robin say? What lesson had the rough wind taught the young sparrow? What advice did the robin give to him at last?

---

## SUMMER.

sea'-son, part of the year

sun'-shade, something to keep off  
the sun

blank'-et, woollen cover

spoil, dry up, make it bad

bathe, to wash

tired, want to rest

1. Summer is the next season of the year after spring. Now the days are long and hot. The men make the hay, and the hedges and gardens are gay with flowers.

2. The sheep are taken to the river and washed clean, and the wool is cut off their backs and sent away to make blankets and cloth.



3. The young birds begin to fly out of their nests and hop about in the garden or fields. In summer the cows and horses go down to the stream to get cool. They lie in the shade under the trees because the sun makes them hot and tired.

4. The corn is now tall and begins to turn yellow and fill with seed. Most of the fruit in the garden is ripe, and we gather it to eat,



and to make puddings and pies. We like plenty of fruit in summer, such as pears, apples, and currants.

5. When the days are very hot, men and boys go down to the river to bathe and to swim. This does them good.

6. In some parts of the world it is so hot in summer that the people shut up their shops and houses, and go to sleep for about two hours in the middle of the day. Afterwards they get up and go to work again till night.

7. You may see people with sun-shades, which they hold over their heads, to keep off the sun, as it is so hot.

8. In the town they hang large blinds or shades in front of the shop windows, or else the sun would spoil the goods.

Pronounce and Spell :—

hay	fruit	spoil	riv'-er	gath'-er
clean	bathe	pears	wash'-ed	pud'-dings
wool	world	sum'-mer	a-way'	peo'-ple
cloth	woods	sea'-son	blank'-ets	mid'-dle
fields	which	hedg'-es	a-bout'	a-gain'
stream	blinds	flow'-ers	be-cause'	win'-dows

QUESTIONS.—What season comes after spring? Say what is now seen in the hedges. Where are the sheep taken to? Why do the cows go to the stream? What is found in the fields now? Why do people in some parts of the world go to sleep in the daytime?



## LITTLE THINGS.

bloom, blossom

pleas'-ant, nice

1. Suppose the little flowers should think  
That they are much too small  
To be of any use to us,  
And so not bloom at all ;  
How much that's pleasant we should lose,  
For as we pass them by,  
Every little flower that blooms  
Is pleasing to the eye.
2. Suppose the little raindrops thought  
That they were much too small  
To be of any use on earth,  
And so not rain at all ;

Then the fruits would never grow,  
 Nor roses in the bowers,  
 For all the little raindrops help  
 To make refreshing showers.

3. And so if little children think  
 That they are much too small  
 To be of use to others here,  
 And do no good at all?  
 Ah! dearest children, think not so,  
 For little acts of love  
 Are pleasing in the sight of God,  
 And counted up above.

Pronounce and Spell :—

should	fruits	pleas'-ant	show'-ers	count'-ed
blooms	sup-pose'	pleas'-ing	chil'-dren	a-bove'
eye	lit'-tle	nev'-er	oth'-ers	ev'-er-y
thought	flow'-er	bow'-ers	dear'-est	re-fresh'-ing

## THE SPARROW.

**bill**, its beak  
**grains**, seeds

**in'-sects**, flies, ants, &c.  
**flocks**, crowds

1. There is no little bird better known to boys and girls than the common sparrow which is so often seen on our houses, or flying about in our gardens, or in the fields.

2. Its cry of chirp, chirp, may be heard *every day as it hops about to find its food.*

3. It builds its nest under the roofs of houses or barns, and it lives upon grains of corn, and fruit and seeds, or crumbs of bread, or anything else it can find to eat.

4. Its feathers are brown, and its bill is short, but very strong. Its eggs are of a light gray colour, with small dark spots.

5. Some sparrows live in the lanes and woods, and build their nests in trees or bushes. They are called hedge-sparrows.

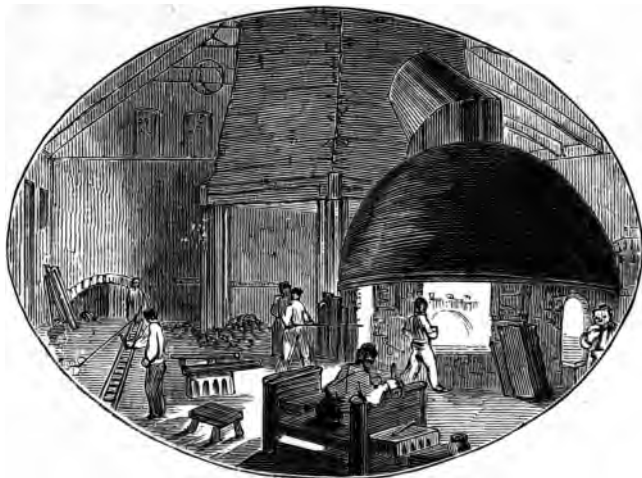
6. They eat berries and seeds and small insects. Their eggs are blue, and look very pretty in the soft round nests, which are made with such care.

7. You may sometimes see large flocks of sparrows flying about the fields in the autumn.

Pronounce and Spell :—

known	crumbs	lit'tle	a-bout'	ber'-ries
which	else	bet-ter	gar'-dens	in'-sects
fields	eat	com'-mon	un'-der	pret'-ty
builds	eggs	spar'-row	an'-y-thing	some'-times
grains	hedge	oft'-en	feath'-ers	au'-tumn
fruit	blue	hous'-es	col'-our	ev'-er-y

QUESTIONS.—Where do we often see sparrows? What sort of noise do they make? Where do they build their nests? Tell me what they eat. Of what colour are the house-sparrow's eggs? What are hedge-sparrows? What do they live upon? Of what colour are their eggs?



## GLASS.

**shut'-ter**, a kind of door for a window

**melt'-ed**, made soft by heat

**flint**, a very hard kind of stone

**brass tube**, this is called a blow-pipe

1. Glass is very useful. Before it was found out people had to keep the door open, or make large holes in the walls of a house, so that light might come in.

2. When it was raining or blowing very hard, or in the cold winter, the door must be closed, and a shutter put before the large hole. Then it would be quite dark inside the house, so that a lamp must be lighted, or some wood thrown on the fire.

3. Now we can stand by the window, and look at the rain as it falls, or watch the snow as it covers the earth over with white, or we can read, without fear of cold or wet.

4. Glass is made of sand and flint, and some other things. These are put into large pots, and melted at a great fire. A man, who is called a glass-blower, takes up the melted glass at the end of a long brass tube, and blows down it with his mouth. He then works it up into the shape he wants.

5. Glass can be made into cups, beads, bottles, and many other useful things. These things can be made of red, blue, or green glass, and look very pretty.

6. Glass is very hard, clear, and smooth, and is easily kept clean. But it is very brittle, that is, it will break if we drop it, or strike it very hard.

Pronounce and Spell:—

thrown	smooth	rain'-ing	light'-ed	blow'-er
watch	ver'-y	blow'-ing	win'-dow	bot'-tle
earth	use'-ful	win'-ter	cov'-ers	pret'-ty
beads	be-fore'	clos'-ed	with-out'	brit'-tle
blue	peo'-ple	shut'-ter	oth'-er	ea'-si-ly

QUESTIONS.—How did people get lights into their houses before glass windows were used? How did they manage in cold or bad weather? What is glass chiefly made of? What is flint? Name some articles made of glass.



### MY LITTLE SISTER.

1. I have a little sister,  
    She's only two years old ;  
    But she's such a little darling,  
    That she's worth her weight in gold.
2. She often runs to kiss me  
    When I'm at work or play,  
    And twines her arms about me  
    *In such a pretty way.*

3. And then she'll say so sweetly,  
While her face will beam with joy—  
"Tell me story, sister dear,  
About the little boy."
4. Sometimes when I am knitting  
She'll pull my needles out,  
And then she'll skip and dance around,  
With such a merry shout.
5. She makes me laugh to see her,  
Though I'm not very glad  
To have her take my needles out,  
And make my work so bad.

Pronounce and Spell :—

worth	skip	sto'-ry	oft'-en	some'-times
weight	shout	sis'-ter	a-bout'	knit'-ting
twines	laugh	on'-ly	pret'-ty	mer'-ry
while	though	dar'-ling	sweet'-ly	nee'-dles

## HOW HOUSES ARE BUILT.

**trench'-es**, hollow places, like ditches      **tiles**, very thin bricks  
**rude huts**, small rough houses      **roofs**, the tops of houses

1. Houses are built of bricks, or stones, and wood. At first the men dig some trenches in the ground, and put rough gravel and stones in, and beat it down hard. Then they lay the bricks in rows, one upon the other, and keep them fast together with mortar. In *this way they make the walls.*



2. When they have built the walls high enough, they make the roof of wood, and cover it with tiles or slates. In some parts houses are covered with straw, which is called thatch.

3. The floors of houses are made of wood, or of bricks or flat stones. The doors are made of wood, and the windows are made of glass. Nearly all houses have rooms upstairs, which are called bed-rooms. The stairs are like steps, and are made of wood.

4. The rooms of some houses are painted, and paper is put on the walls, which makes them look nice and clean.

5. In very cold countries houses are made of snow, and a hole is left for the doorway, and another to let the smoke out. In hot parts they are made of wood, and are covered with large leaves.

Pronounce and Spell :—

built	thatch	mor'-tar	call'-ed	door'-way
bricks	stains	e-nough'	paint'-ed	to-geth'-er
rough	trench'-es	win'-dows	pa'-per	cov'-er-ed
beat	grav'-el	near'-ly	coun'-tries	an-oth'-er

QUESTIONS.—Of what are houses built? What is done at first? Which parts are made of brick, and which of stone? Name some parts made of wood, and some of stone. What are bedrooms? How do we get to them? Why is paper put on the walls? Where are houses made of snow? What are they made of in hot countries?

## “DONE AT LAST.”

**re-peat'**, say over again  
**play'-mate**, school-fellow

**fret**, cry, or pine  
**sad**, dull



1. George Pratt was a boy with a good heart and a strong will. If he could not do his work the first time he tried again. He did not give up.

2. He would try again and again until he did it. Then he would look up with a smile on his face, and say to himself “Done at last.”

3. You may be sure he grew up to be one of the best lads in his class, and in the school.

4. His teacher loved him, and was glad to see George do so well at all his lessons, and his play too. Such a boy is sure to make a good man.

5. There was a little verse which George would repeat to his playmates when they had work to do, which took them a long time, and sometimes made them look sad.

6. It was this :—

“ It may be hard,  
But do not fret,  
A ‘try’ once more  
May do it yet.”

Pronounce and Spell :—

heart	grew	a-gain'	teach'-er	re-peat'
tried	verse	un-til'	liv'-ed	some'-times
would	which	him-self'	les'-son	play'-mates

QUESTIONS.—What kind of a boy was George Pratt? What would he say when he had got over his work? What made the teacher love him? What would he sometimes tell other boys?

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## BLIND WILL.

mer'-ry, cheerful  
true, right

i'-dle, lazy  
twigs, small sticks

1. Blind Will, a poor lad, was born blind, and though he could hear the birds sing, and feel the warm sun, he could not see them as you can.

2. He was able to find his way about the house, and down the garden walk to the gate, but he always had a stick in his hand.

3. If he went out at night he would carry a little lamp with him. This was not to light him on his way, but to show others he was coming, that they might not run against him or knock him down.

4. Will was very merry, and liked a game of play as well as other boys. He was a good boy, and always said what was true.

5. He learned to read with his fingers, and he could sing pretty songs.

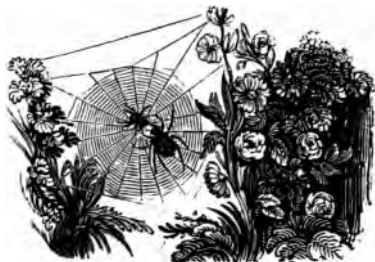
6. He was fond of making small baskets and other small things, out of rushes and twigs. Every one loved Blind Will, and was kind to him.

7. When Will grew up to be a man, he was still loved by all. He was seldom sad, but sat singing at his work of basket-making all day.

Pronounce and Spell :—

though	a-ble	lit'-tle	lik'-ed	mak'-ing
might	a-bout'	com'-ing	oth'-er	bask'-ets
knock	gar'-den	a-gainst'	learn'-ed	rush'-es
true	al'-ways	ver'-y	fin'-ger	lov'-ed
twigs	car'-ry	mer'-ry	pret'-ty	ev'-er-y

QUESTIONS.—What kind of boy was Blind Will? Why did he take his lamp at night? What could he do with his fingers? What work was he fond of?



## HOW TO GET ON.

**a-right'**, the best way  
**you'll**, you will  
**might**, strength  
**will**, a good heart

**climb**, get up  
**gaz'-ing**, looking  
**stum'-ble**, nearly fall  
**suc-ceed'**, get your wish

1. Drive the nail aright, boys,  
Hit it on the head ;  
Strike with all your might, boys,  
While the iron's red.
2. When you've work to do, boys,  
Do it with a will ;  
They who reach the top, boys,  
First must climb the hill.
3. Standing at the foot, boys,  
Gazing at the sky,  
How can you get on, boys,  
If you never try ?

4. Though you stumble oft, boys,  
 Never be down-cast ;  
 Try and try again, boys,—  
 You'll succeed at last.

Pronounce and Spell :—

drive	a-right'	nev'-er	through	while
strike	reach	stand'-ing	stum'-ble	down-cast'
might	climb	suc-ceed'	gaz'-ing	you'll

## AUTUMN.

cat'-tle, animals

ground, crushed

har'-vest, time of gathering

ears of corn, the seed

1. This is the time of the year when the corn is ripe in the fields, and when the apples and pears and other fruits are ready to be picked. Now there is plenty of work to be done on the farm.

2. Men and women reap the corn, and horses draw it away in large carts and wag-gons to the farm yard. Here it is made into very large stacks, called ricks, or else it is put into the barn, and kept safe and dry. We call this the time of harvest.

3. The wheat is sent to the mill and ground into flour for bread. Some of the corn is used

5. Rats eat the farmer's corn, and kill his young ducks and chickens. They are very fond of eggs, and roll them a long distance to their holes without breaking.

6. As soon as a farmer finds them about his farm, he does all he can to kill them. He sets traps to catch them, or gets dogs to kill them, as they run out of their holes.

7. Rats have been tamed, and taught to do some clever tricks.

8. Two rats were once seen leading an old blind rat. The blind rat had a long piece of straw in his mouth, and the other rats had hold of it, one on each side of him, and so led him about. Even dumb animals are kind to each other.

Pronounce and Spell :—

fur	gnaw	tricks	oth'-ers	with-out'
smooth	through	once	wa'-ter	break'-ing
teeth	boards	piece	call'-ed	a-bout'
ricks	does	dumb	far'-mer	clev'-er
ground	catch	ver'-y	chick'-ens	lead'-ing
claws	taught	larg'-er	dis'-tance	an'-i-mals

QUESTIONS.—What sort of animals are rats ? Where do they live ? What do they make holes with ? By what means does the farmer try to kill them ? What do rats sometimes kill, and what are they fond of ? How was the old blind rat led about ?



### AT THE FARM.

1. Frank was very glad when he heard that he was to go with his dear mother to see his uncle. This uncle had a large farm, and Frank loved to go among the horses and cows.

2. As soon as they got there, off ran Frank into the yard, to see the maid with the cows, and get a cup of nice warm milk. Then he had a ride on a horse. He was running about until he was quite tired, and was glad to go to bed.

3. Next day he was off with his uncle to the hay-field. He tried to work as hard as his little hands and legs would let him, for Frank did not like to be an idle lad.



4. At last he was so tired with his work that he fell fast asleep on a bank of grass, and his kind uncle took care that no one hurt him. When he awoke, away he went to his work again, and kept at it until it was time to go back to his uncle's home.

5. On the next day he went to look at the ducks in the pond. One duck had a brood of little ducks following her, and they all seemed so happy, swimming about in the water.

6. Then he went with his aunt to feed the hens and chickens. He threw them some crumbs of bread, and was pleased to see them run up to him, to pick them up.

7. The lambs were now nearly grown into sheep. He loved to watch them in the grass fields. His uncle told him he must not hurt or tease them. So Frank did what his uncle told him, and was kind and gentle to them.

8. When he got home, he had much to tell his father of all he had seen and done, and how he worked until he was tired. He told him about his rides in the waggon, and how his uncle held him on the horse's back.

9. He told him, too, how fond he was of the horses, cows, and lambs, and how he tried to be kind, and give them what they wanted. We should all, like Frank, be kind to animals.

Pronounce and Spell :—

heard	could	a-bout'	a-gain'	gen'-tle
would	tried	un-til'	seem'-ed	work'-ed
ducks	un'-cle	lit'-tle	swim'-ming	trust'-ed
aunt	lov'-ed	i'-dle	wa'-ter	fa-ther
lambs	a-mong'	a-sleep'	chick'-en	want'-ed
watch	hors'-es	a-woke'	pleas'-ed	fol'-low-ing
tease	run'-ning	a-way'	near'-ly	an'-i-mal

## WINTER.

**froz'-en**, turned into ice

**glide**, slide over

**tame**, not wild

**crumbs**, small pieces

**cro'-cus**, name of a flower

**bare**, without leaves

1. The cold wind blows, and the white snow covers the ground and the trees and houses. The ponds and rivers are frozen over. Now is the time for boys to put on their skates, and to glide swiftly over the ice.

2. We need warm clothes in winter to keep out the cold, and a nice fire to cheer us in the house. The days are short and dark, and we do not get much sun.

3. The birds are tame in winter, and fly round our houses, for they want food, as there is but little in the fields. The pretty little

robin comes and hops by the door, or window, and looks up as much as to say, "Please give me a few crumbs to eat."



4. Most of the trees are bare in winter, but the leaves of the holly and ivy are now quite green. They are often covered with pretty berries. These leaves and bright red berries we like to gather, and put up in our houses at Christmas.

5. So you see there is something to cheer us and make us glad, even when we cannot play in the fields, or gather flowers from our *gardens*.

Pronounce and Spell :—

skates	crumbs	riv'ers	hol'ly	some'-thing
glides	bare	froz'en	i'-vy	can'-not
clothes	leaves	swift'ly	ber'-ries	flow'-ers
cheers	cov'-ers	pret'-ty	gath'-er	gar'-dens
fields	hous'-es	rob'-in	Christ'-mas	cov'-er-ed

QUESTIONS.—What are the usual signs of winter ? What is ice ? What do boys do on the ice ? What sort of clothes do we need in winter ? Say what kind of days we get. Why are the little birds tame at this time ? Name some trees whose leaves are green in winter.



### THE BIRD'S NEST.

1. Pretty little bird's nest,  
Cozy, snug, and warm,  
Never shall our fingers  
Do thee any harm !

For the skilful builders,  
 With their beaks alone,  
 Built thee with such patience,  
 For their little home.

2. Let the pretty blue eggs  
 Lie within the nest,  
 While the patient birdie  
 Warms them 'neath her breast ;  
 Till the tiny fledglings  
 Peep out one by one,  
 Shelter'd by their mother  
 From wind, and rain, and sun.

3. Pretty little bird's nest,  
 In the hawthorn tree ;  
 He who could destroy thee  
 Must unfeeling be !  
 Thou shalt be protected,  
 Till the time may come,  
 When the little nestlings  
 No longer want a home.

Pronounce and Spell :—

snug	breast	skil'-ful	bird'-ie	haw'-thorn
harm	pret'-ty	build'-ers	be-neath'	de-destroy'
beaks	lit'-tle	a-lone'	ti'-ny	nest'-lings
built	co'-zy	pa'-tience	fledg'-lings	ling'-er
blue	nev'-er	with-in'	shel'-ter'd	un-feel'-ing



## THE CAT.

**hearth'-rug**, a kind of mat just  
before the fire

**Rough**, the name of a pet dog  
**took no'-tice of**, was pleased  
with

**pur'-red**, as cats do when they  
are happy

**de-fend'**, guard  
**gen'tly**, without noise

1. How happy Pussy seems as she sits on the hearth-rug, and purrs away, as she looks upon her little merry kittens running round her and playing with her tail !

2. She will let the dog Rough come to them, because she can trust him that he will not hurt her little ones. Rough and she have been in the same house for a long time, and have become very fond of each other. They eat from the same plate, and though Rough does sometimes steal a bone, Pussy says nothing about it.

3. When Pussy had little kittens Rough went to see them. Pussy seemed pleased that her friend took notice of her babies. She purred away, and was quite proud.

4. But if any strange dog should come near, Pussy would purr no more. Up would go her back, and she would stand ready to defend her kittens, or she would fly at the strange dog to drive him away.

5. When her kittens began to run about, the mother would bring a little mouse to them, and try to teach them how to catch mice. This seems very strange and cruel, but the cat, gentle and quiet as she seems, is very fond of eating mice and birds.

6. The cat belongs to the same kind of beasts as the tiger, and when she is wild, she lives upon the flesh of what she can kill. When she lives in our houses, and is made a pet of, she will eat many things besides flesh, but she is still very fond of a mouse or a bird, when she can catch one.

7. See how swiftly and quickly she can run about, or climb trees, and dart upon a bird. Her feet are very soft so that she can move about gently. She hides her claws when in the

house, but out they come in a minute if she sees a mouse or a bird, or if she wants to drive away a dog.

Pronounce and Spell :—

<b>purrs</b>	<b>strange</b>	<b>kit'-tens</b>	<b>be-fore'</b>	<b>cru'-el</b>
<b>tail</b>	<b>mouse</b>	<b>run'-ning</b>	<b>seem'-ed</b>	<b>gen'-tle</b>
<b>each</b>	<b>mice</b>	<b>play'-ing</b>	<b>pleas'-ed</b>	<b>qui'-et</b>
<b>though</b>	<b>climb</b>	<b>be-cause'</b>	<b>no'-tice</b>	<b>eat'-ing</b>
<b>does</b>	<b>claws</b>	<b>be-come'</b>	<b>ba'-bies</b>	<b>soft'-ly</b>
<b>steal</b>	<b>oth'-er</b>	<b>hearth'-rug</b>	<b>pur'-red</b>	<b>quick'-ly</b>

QUESTIONS.—What did Rough do when the kittens were born ? How would Puss act if another dog came near her ? What does Puss bring her kittens sometimes ? Why does she bring it ? What do wild cats live upon ? Tell me how the cat is able to catch birds and mice.

## A MISS IS AS GOOD AS A MILE.

<b>qui'-et</b> , still	<b>prov'-ing</b> , finding out
<b>plump</b> , fat	<b>ad-vise'</b> , tell what is best
<b>dart'-ed</b> , ran quickly	<b>sad'-der</b> , less happy
<b>in-tend'</b> , mean	<b>ten'-der</b> , young

1. "Now, my dears," said a fine tabby cat to her hungry little family of kittens, "keep quiet till I come back, when I hope to bring you a plump, tender mouse. I saw one come out of his hole a few minutes ago, and by the time I get back I suppose he will be going home with his breakfast, so I shall just catch him on his way."



2. "Oh, indeed! I would not be quite so sure about that, if I were you," said the mouse as he ran round the corner and into his hole, just under pussy's very eyes.



3. "I may be very plump and tender, but I do not wish your young family to have the chance of telling how sweet and tender I am just yet.

4. "I should advise you to look out for a breakfast for them somewhere else."

5. Pussy waited and waited, hoping the mouse would come out of her hole again, but no mouse came. So she had to go back to *her kittens*, a sadder and a wiser cat.

Pronounce and Spell :—

plump	hun'-gry	go'-ing	pus'-sy's	sad'-der
catch	kit'-tens	break'-fast	ad-vise'	wis'-er
young	qui'-et	in-deed'	some'-where	fam'-i-ly
chance	ten'-der	a-bout'	wait'-ed	tab'-by
else	min'-utes	cor'-ner	hop'-ing	sup-pose'

QUESTIONS.—What orders did pussy give to her kittens? How did she hope to catch a mouse? What did the mouse say to her? What did pussy do? Do you know what these tales are called, in which animals and birds are supposed to talk to one another?

*Adapted from "Home Words."*



## WILD RABBITS.

**tim'-id**, full of fear  
**traps**, snares, nets

**skins**, fur coats  
**rugs**, warm cloths

1. Wild rabbits live in holes under ground, where they make their nests of hay, and grass, and leaves.
2. They are very often seen in summer, running about in the fields and woods.
3. They eat roots, and grass, and green

leaves ; and sometimes they get into our gardens, and eat up the plants there.

4. Wild rabbits are very timid, and will run away very fast at the sight of people, and even from little children.

5. Men set traps to catch them, and then they sell them for food. Most boys and girls know what rabbit pie is, and like it very much.

6. The skins of rabbits are made into muffs and rugs, and are used to trim warm clothes for the winter.

7. Boys know more about tame rabbits than wild ones, for most boys like to keep them if they are able. They are nice pets and grow very tame. They should be well fed and kindly treated. If kept in a dry place they will thrive well.

Pronounce and Spell :—

leaves	pie	un'-der	a-bout'	peo'-ple
fields	muffs	oft'-en	gar'-dens	lit'-tle
sight	clothes	sum'-mer	tim'-id	chil'-dren
catch	rab'-bits	run'-ning	a-way'	win'-ter

QUESTIONS.—Where do wild rabbits live ? What do they eat ? How are they caught ? What is made of their skins, or coats ?

## THE BARBER AND TOM.

1. A more untidy boy than Tom  
Was surely never seen :  
His hair was seldom combed, his hands  
And face were seldom clean.
2. His schoolmates oftentimes would try,  
But all in vain, to shame  
Tom into tidiness, for still  
He came each day the same.
3. His mother used to seize on him,  
And scrub him 'gainst his will,  
To which Tom always would object  
With cries both loud and shrill.
4. Now next door to Tom's mother lived  
A barber : he could hear  
The great disturbance caused by Tom,  
When scrubbing-time drew near.
5. This barber to Tom's mother said,  
" I'd like much, for one day,  
To take Tom's scrubbing off your hands."  
" Thanks, sir," she said, " you may."

6. He rubbed and scrubbed, Tom kicked and  
screamed ;  
The barber did not stop,  
Until he also trimmed his hair,  
Once shaggy as a mop.



7. That morning, when Tom went to school,  
His playmates all did say,  
“ Here’s a *new* scholar, neat and clean !  
You’re welcome, sir, to-day ! ”
8. “ I’m not a new boy,” answered Tom.  
They all cried, “ Well, that’s strange !  
We did not know you, you have passed  
*Through* such a wondrous change ! ”

9. Then shoulder-high around the school  
 Their altered mate they bore,  
 And raised such shouts as ne'er were heard  
 In that play-ground before !
10. Tom was so fond of getting praise  
 For being neat and clean,  
 That since that day a tidier boy  
 Was surely never seen.

*Infants' Magazine, by permission.*

Pronounce and Spell :—

hair	drew	a-against'	trim'-med	play'-ground
clean	shouts	al'-ways	shag'-gy	be-fore'
vain	heard	ob-ject'	morn'-ing	get'-ting
each	praise	lin'-ed	play'-mates	be'-ing
seize	sure'-ly	bar'-ber	schol'-ar	un-ti'-dy
scrub	nev'-er	caus'-ed	wel'-come	oft'-en-times

## A WALK IN SPRING.

1. Put on your hat, and go with me into the fields, this bright morning. You will be pleased to watch the young lambs skip and run about the fields.

2. We can pick some pretty blue violets, though it may be hard work to find them hiding under the hedges. They seem to like to grow where few can see them. The daisy

and the primrose begin to peep forth, and make the fields look bright and gay.

3. The trees are now covered with green. Gardens and hedges and fields are full of life after the long cold winter.



4. See, how busy the farmer is ploughing up his land, and sowing his seed. We, too, must be at work in our gardens, planting our peas and potatoes, or else we shall have none to eat in a few weeks.

5. We must not go very far, or we may be caught in a shower of rain. These spring

showers help the grass and the flowers and the fruit to grow. A little rain may spoil our walk, but it will do very much good in other ways.

6. Let us listen to that sweet song of the lark. You can see the bird rising from the ground into the deep blue sky. She sings so sweetly as she flies, that all who hear her stand and listen with delight.

7. You can hear the cry, "Cuckoo, cuckoo!" We all love to hear that sound. It tells us that spring has really come at last. The swallow flies about and builds her nest under our roof, because the bright warm spring has come back again.

Pronounce and Spell :—

skip	flies	gar'-dens	sow-ing	re'-al-ly
blue	hid'-ing	bright	lis'-ten	swal'-low
peas	hedg'-es	bus'-y	ris'-ing	vi'-o-lets
caught	dai'-sy	far'-mer	sweet'-ly	be-cause'
spoil	prim'-rose	plough'-ing	cuc'-koo	cov'-er-ed

QUESTIONS.—Why is it hard work to find the violets? What other flowers make the fields both bright and gay? What change is happening to the trees? What makes the farmer busy in the spring? What should we be doing in our gardens? In what way does the rain do good in spring? What sweet song may we sometimes hear in the spring? What birds tell us that spring has really come?



by God or by man if we do not at all times tell the truth.

9. If this boy does not learn to care about these things he will grow up a bad man, loved and cared for by none. Take care, my boy, and never let me hear you say "I don't care."

Pronounce and Spell :—

would	school	moth'-er	oth'-er	fol'-low
scratch	while	lik'-ing	do'-ing	ad-vice'
thought	learns	ba'-bies	warn'-ed	a-bove'
quite	truth	trou'-ble	dan'-ger	ex-pect'
friend	sup-pose'	hab'-it	wick'-ed	nev'-er

QUESTIONS.—Why is this boy called a silly boy? What made him say "I don't care?" Give an account of his first misfortune? How did he get on at school? What ought he to do instead of saying "I don't care?" What should we care about most of all things?

### MORE THAN ONE WAY.

breeze, wind

trunk, body of the tree

re-plied', said

chos'-en, picked out

1. "How long have you been here?" said a young poplar tree, that grew in a hedge, to a fine strong oak not far off.

2. "I don't know," said the oak, "but I should think about one hundred years or more."

3. "A hundred years! and no taller than that," said the poplar. "Why, I was only planted a year ago last spring, and I am nearly as tall as you are now."

"Yes, I think you are," said the oak.

4. "You must have wasted a lot of time," said the poplar.

5. "That depends upon what our time is given us for," said the oak.

6. "Well, I suppose there is no doubt but that it is given us for growing," said the poplar, as she bent her head to the wind.

7. "True, friend, but you seem to forget that there is more than one way of growing, and you will soon find it out, if you come to measure my trunk round and compare it with yours.

8. "If a banner pole were wanted, they may take you, though I am not sure that you could stand in a strong wind. If, however, they were looking for timber for a large ship, I know very well which of us would be chosen."

*"Home Words."*

Pronounce and Spell:—

<b>oak</b>	<b>though</b>	<b>hun'-dred</b>	<b>sup-pose'</b>	<b>want'-ed</b>
<b>years</b>	<b>which</b>	<b>tall'-er</b>	<b>re-plied'</b>	<b>ver'-y</b>
<b>doubt</b>	<b>would</b>	<b>plant'-ed</b>	<b>grow'-ing</b>	<b>how-ev'-er</b>
<b>true</b>	<b>look'-ing</b>	<b>near'-ly</b>	<b>meas'-ure</b>	<b>tim'-ber</b>
<b>friend</b>	<b>pop'-lar</b>	<b>wast'-ed</b>	<b>com-pare'</b>	<b>pret'-ty</b>
<b>trunk</b>	<b>hedge</b>	<b>de-pends'</b>	<b>ban'-ner</b>	<b>chos'-en</b>

QUESTIONS.—Where was the poplar growing? How long had the oak tree been growing? Which was the thicker all round? Which tree was the more useful?

Let us all go to work while we can with a light heart, and thank God that He has given us a will to work.

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## THE BEE AND THE WASP.

hab-its, manners

cause, reason

1. One fine day in summer, a bee and a wasp met on the bough of a large cherry tree. "I cannot think why it is that men always try to kill me and let you alone," said the wasp to the bee.

2. "We are both very much alike in our habits. We both live in nests. Our wings and bodies are alike, and I am sure I am the prettier of the two. We both have sharp stings to hurt those who vex us. You are as fond of honey and sweets as I am; I really cannot think why I am not left alone as you are."

3. "Oh," said the bee, "the cause is plain. I am of use to men and you are not. You fly into the gardens and eat the plums and cherries. I live mostly on the sweets I find in the flowers; when I have had enough, I take home as much honey as I can, and store it up.

4. "Because I do this men make me a nice hive to live in. They are pleased to see me

flying about, and always take the greatest care of me.

5. "I am busy all day working for them, and laying up a good store of honey and wax. You do nothing for them, but eat or spoil their fruit.

6. "If you want men to love you and let you alone, you must learn to make yourself useful."

### WORK AND PLAY.



1. Work while you work,  
Play while you play,  
That is the way  
To be happy and gay :  
All that you do  
Do with your might,  
Things done by halves  
Are never done right.
2. One thing at a time,  
And that done well,  
Is a very good rule  
As many can tell :  
Moments are useless  
If trifled away,  
So work while you work,  
And play while you pl

## A STORM IN SUMMER.

peals, noise

flash, dash

shel'-ter, a place of safety.

1. Few children like to be out in a storm, or to hear the loud peals of thunder.

2. Sometimes when they are walking to school, they will see a black cloud moving across the sky. Soon large drops of rain will fall here and there.

3. Then the sun will be hidden with the clouds, and the rain will come down fast. All at once a bright light will flash across the sky and the noise of thunder will be heard.



4. Now is the time for children to seek shelter, but they must not run under the tall trees. They should run to the nearest house, and ask the people to let

them sit inside until the storm is over.

5. As soon as the rain stops they should run home, or to school.

6. How fresh and cool the air seems after a storm ! The birds that had stopped singing, now come out and fly about. The flies and gnats are seen in the air, and all seem glad.

Pronounce and Spell :—

<b>storm</b>	<b>noise</b>	<b>chil'-dren</b>	<b>mov'-ing</b>	<b>near'-est</b>
<b>hear</b>	<b>bright</b>	<b>thun'-der</b>	<b>hid'-den</b>	<b>stop'-ped</b>
<b>peals</b>	<b>heard</b>	<b>walk'-ing</b>	<b>shel'-ter</b>	<b>sing'-ing</b>

QUESTIONS.—When do thunder storms mostly take place ? What sort of clouds do you see when a storm is coming ? What should children do when caught in a thunder storm ? How does the air feel when the storm is over ?

## GET UP EARLY.

**ear'-ly**, in good time

**grand**, fine

**fac'-ing**, with your face towards it

**ro'-sy**, red

**hab'-its**, manners

**health'-y**, well

**wealth'-y**, rich

**wise**, learned

1. During the summer months, children should always get up early in the morning. If it is fine, they should go out for a walk or have a run before breakfast.

2. It is a grand sight to see the sun rise, and nice to hear the birds singing sweetly in the trees.

3. If there is a hill near their home, they should take a walk to the top of it, and look round the sky. At one point they will see it

looks very bright, and it is here that the sun will rise.



4. The part of the sky where the sun rises is called the east, and where he sets the west. When standing facing the sun, in the early morning, if they put up their left hand it will point to the north, and if they put up their right hand it will point to the south.

5. When children go out for a walk, they should try and find out which are the north, south, east, and west points of the sky, and this they can easily do when the sun is shining.

6. Children who go out early in the morning often come in with bright faces and rosy cheeks, and gladden the heart of their father and mother.

7. As soon as breakfast is over, they should take their books and lessons, and run off to school.

8. Children who get to school early, and are never late, grow up with what are called good habits, and their friends love them and speak well of them.

9. In early morning, the birds sing, the rooks caw, the lambs bleat, and all seem glad.

10. Boys who have become great men are often those who have got up early in the morning. For—

“Early to bed, and early to rise,  
Makes a man healthy, wealthy, and wise.”

Pronounce and Spell :—

<b>should</b>	<b>cheeks</b>	<b>break'-fast</b>	<b>morn'-ing</b>	<b>les'-sons</b>
<b>grand</b>	<b>caw</b>	<b>sweet'-ly</b>	<b>oft'-en</b>	<b>flow'-ers</b>
<b>sight</b>	<b>bleat</b>	<b>stand'-ing</b>	<b>glad'-den</b>	<b>be-come'</b>
<b>bright</b>	<b>buds</b>	<b>shin'-ing</b>	<b>moth'-er</b>	<b>ear'-ly</b>

QUESTIONS.—At what time should we get up in summer? Where is the best place to see the sun rise? In what part of the sky does he rise? Where does he set? Why should children be in time for school? What sounds do children who live in the country often hear when they get up early?





## A WALK IN SUMMER.

wel'-come, which we are glad to see

1. We will wait until evening before we take our summer walk. The sun is still shining and will not set for some hours yet. It is not then so hot as it has been in the morning, and therefore it is better for a walk.

2. We shall see the hay-makers still hard at work in the fields, and catch the sweet smell of the newly made hay. We can gather wild roses from the hedges. We must take

care not to get a prick from a thorn, for there is no rose without its thorn.

3. We can see the insects fly about in the evening sun, and hear their gentle hum.



Now, too, the corn in the fields begins to look yellow, and to make us think of the coming harvest time, with its joy and gladness.

4. The trees are in full leaf, and give us welcome shade from the hot sun at mid-day. See how the cows like to get under the shade of the trees, or to stand with their legs in the water to cool them.

5. It is nice sometimes during the day to take a book and lie down on the bank under

a hedge, and read and think of those we love. The flies will not spoil our summer joy, though they may creep about us.

6. We can hear the hum of the bees as they fly from flower to flower, and watch the insects, whose names we do not even know, as they crawl amongst the tall grass at our feet.

7. And now the boys bring out bat and ball, and love to play a good game at cricket. Let us go and watch them. It seems very hard work, but they all enjoy it. We will now turn towards home, as it will soon be time for little boys and girls to be in bed.

Pronounce and Spell :—

wait	be-fore'	gath'-er	com'-ing	dur'-ing
catch	sum'-mer	bet'-ter	har'-vest	crick'-et
thorn	shin'-ing	with-out'	glad'-ness	en-joy'
flies	there'-fore	in'-sects	wel'-come	to-wards'
spoil	mak'-ers	gen'-tle	wa'-ter	e'-ven-ing

QUESTIONS.—Why do we wait until evening for our summer walk? Whom shall we see busy in the fields? Why must we take care when we are gathering roses? Where do the cows go to get cool? What game do the boys play at in the summer time?





## BIRDS' NESTS.

**i'-vied**, covered with ivy  
**moss'-y**, covered with moss

**strew'-ed**, spread  
**crev'-ice**, a little hole

1. The skylark's nest among the grass  
And waving corn is found ;  
The robin's on a shady bank,  
With oak leaves strew'd around.
2. The wren builds in an ivied thorn,  
Or old and ruin'd wall ;  
The mossy nest so covered in,  
You scarce can see at all.
3. The martins build their nests of clay,  
In rows beneath the eaves ;  
The chaffinch builds with moss and hair,  
And not a crevice leaves.

4. The cuckoo makes no nest at all,  
But through the woods she strays,  
Until she finds one snug and warm,  
And there her eggs she lays.
5. The sparrow has a nest of hay,  
With feathers warmly lined ;  
The ring-dove's careless nest of sticks  
On lofty trees we find.

Pronounce and Spell:—

<b>oak</b>	<b>through</b>	<b>shad'-y</b>	<b>mar'-tin</b>	<b>spar'-row</b>
<b>wren</b>	<b>snug</b>	<b>strew'-ed</b>	<b>be-neath'</b>	<b>feath'-ers</b>
<b>builds</b>	<b>sky'-lark</b>	<b>a-round'</b>	<b>chaf'-finch</b>	<b>lin'-ed</b>
<b>thorn</b>	<b>a-mong'</b>	<b>i'-vied</b>	<b>crev'-ice</b>	<b>care'-less</b>
<b>scarce</b>	<b>wav'-ing</b>	<b>ru'-in</b>	<b>cuc'-koo</b>	<b>lof'-ty</b>
<b>eaves</b>	<b>rob'-in</b>	<b>moss'-y</b>	<b>un-til'</b>	<b>cov'-er-ed</b>

## THE BROOK.

**brook**, stream of water

**mud'-dy**, dirty

**shal'-low**, not deep

**fresh**, cool, not tired

**wa'-ter-cress**, small plant

**pick'-ed**, taken up

1. At the end of the lane there is a little brook, where we often stop to play when we come out of school, and are not wanted at home. We take our pretty boat, and put it on the water, and let it sail down a long way.

2. This brook runs close to the hill behind the wood, and then joins the river by the bridge. After a wet day the brook is full of water, and then it is not bright and clear, but thick and muddy.



3. When the days are hot and long, the brook is very shallow, and we can walk across on the stones at the bottom. We do not sail our boat so well then, for it cannot float when there is not much water.

4. In summer we have seen some fish in the brook. Willie caught one in a net and took it home, and put it in a pond in the garden.

5. The cows and horses go down to drink at the brook, after they have been in the fields all day, and when they are tired the water makes them fresh again.

6. By the side of a brook we may often see some very pretty flowers growing; the small blue forget-me-not is one of them. In some places the plant we eat, called water-cress, is picked from the brook.

Pronounce and Spell :—

school	fields	pret'-ty	a-cross'	flow'-ers
sail	blue	wa'-ter	bot'-tom	grow'-ing
joins	cress	be-hind'	can'-not	for-get'
bridge	lit'-tle	riv'-er	own'-er	plac'-es
float	oft'-en	mud'-dy	gar'-den	call'-ed
caught	wait'-ed	shal'-low	hors-es	pick'-ed

QUESTIONS.—Where do we stop to play sometimes? What do boys do at the brook? Where does the brook run? What makes the water muddy sometimes? Why do cows and horses go to the brook? Can you tell me what often grows by the side of a brook?

## THE HORSE.

no'-ble, fine	hoofs, feet
thrash'-ed, beaten out of the ear	o-bey', do what he is told

1. The horse is a noble-looking animal, and is of great service to man. He draws our carts and waggons. He will also let us ride on his back.

2. He is of very great use to the farmer,

for he draws the plough and the harrow, to prepare the ground before the seed is sown.



3. In autumn, when the corn is ripe, he draws it in waggons from the fields to the barn, and after it is thrashed he draws it from the barn to the mill, to be ground into flour.

4. Some horses are black, and some white, but the greatest number are of a reddish brown colour.



5. The horse has a soft coat of warm hair, a long tail, and a fine flowing mane.

6. There are many kinds of horses. Those that can run the fastest are called race-horses. Those that can jump the best are called hunters. The strongest are called cart-horses.

7. In some parts of the world horses are found wild, and men ride on other horses to catch them.

8. After the horse is dead he is still of use to man. His flesh is given to dogs, his skin is made into leather, his hoofs into glue, and the hair of his tail and mane into a kind of web, to cover chairs or sofas.

9. The bones are made into buttons and knife handles.

10. The horse soon gets to know his master, and will obey his voice. If we treat the horse kindly he will work all the better for it.

Pronounce and Spell :—

hoofs	no'-ble	wag'-gons	an'-i-mal	fast'-est
glue	look'-ing	farm'-er	thrash'-ed	but'-tons
plough	ser'-vice	au'-tumn	red'-dish	kind'-ly
ground	strong'-est	leath'-er	cov'-er	bet'-ter

QUESTIONS.—What sort of an animal is the horse? What does he draw for us? How does the farmer employ him? Name some of the different kinds of horses. Of what use is he when dead?



## A WALK IN AUTUMN.

**with-hold'**, keep back  
**gath'-er-ing**, getting in  
**store**, supply

**glean'-er**, one who picks up corn that  
 has been dropped by the men reaping  
**dread**, be very much afraid of

1. Come, my children, let us go into the busy harvest-field. All hands are now at work.

Husband and wife and child,  
 All lend a hand :  
 Now is the gathering time,  
 None idle stand.

2. Busy as bees are all—  
Young ones and old ;  
Out in the harvest-field  
None help withhold.

3. Let us raise our hearts to God and thank Him for our harvest of corn and fruit. Now is the bright gathering time. The fruit on the tree, the blackberries in the hedges, the nuts in the woods, must be got, and some of them stored away for the winter.

4. Now, too, the gleaner goes into the field to gather up the corn that has been dropped, to make something nice perhaps for an aged father or sick mother at home. Let us not forget the poor in this time of joy and plenty.

5. See how the leaves on the trees now begin to change their colour, and drop off. All this tells us of the coming winter. God has given us a store, so that we need not dread the cold winter days and nights.

6. If we have been idle and careless all the summer, it will be our own fault if we suffer want in the winter. Those who have worked *will have plenty* for man and beast.

Pronounce and Spell :—

raise	a'-ged	with-hold'	per-haps'	sum'-mer
fruit	chil'-dren	stor'-ed	for-get'	suf'-fer
goes	bus'-y	win'-ter	plen'-ty	work'-ed
dread	har'-vest	glean'-er	col'-our	be-gin'
fault	hus'-band	drop'-ped	com'-ing	gath'-er-ing
beast	i'-dle	some'-thing	care'-less	black'-ber-ries

QUESTIONS.—Where are all hands at work in the autumn? Whom should we thank for this bright gathering time? Who goes into the field to pick up the dropped corn? How do the trees change during this season? Why need we not dread the winter? Whose fault will it be if we have no winter store?



### GOING TO BED.

1. Now the day is nearly done,  
Soon the quiet night will come,  
And upon my little bed  
Soft and warm I lay my head.

2. For mamma has said " Good-bye,"  
To such little ones as I ;  
And if soon she comes to peep,  
She will find me fast asleep.
3. If I wake I need not fear,  
For the Lord is always near ;  
And will hear me, when I pray  
In the darkness, as by day.
4. Safely in His care I rest,  
As upon my mother's breast ;  
So His little ones He'll keep,  
When they wake and when they sleep.

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Pronounce and Spell :—

head	breast	up-on'	good-bye'	dark'-ness
said	near'-ly	lit'-tle	a-sleep'	safe'-ly
need	qui'-et	mam-ma'	al'-ways	moth'-ers

## A WALK IN WINTER.

**brisk**, sharp, quick      **cheer'-ful**, happy, pleasant  
**re-minds'**, brings to our thoughts

1. Put on some thick warm shoes, that will keep out the snow, and wrap yourself up well. We will go out and have a good brisk walk on this fine frosty day. We must not be afraid of the cold frost. A sharp walk will soon warm us.



2. Look at those boys sliding on the ice. How warm and happy they all look. Sometimes one has a fall, but he does not hurt himself; so up he jumps, and off he goes again.

3. The green leaves are all gone from the trees, and frost and snow and ice are to be seen on all sides. The flowers seem dead. Will they ever come to life again? Are all those trees quite dead?

4. Yes, all will come to life again. Flowers and trees and green leaves will come forth as bright and gay as ever. Already, before the snow and frost came, the farmer has sown his

corn in the ground, to lie all the winter as if asleep, and then spring up for a new harvest in the next year.

5. He is sure it will come back, or he would not throw away his corn. God will not forget His own bright world. The insects which seem now to be all gone will return when the warm sun shines, and all will awake from their long winter sleep.

6. Winter reminds us of the happy Christmas time, when we meet round our own cheerful fireside, and with songs and games all try to be joyful. Then we tell pretty tales, and talk of dear friends far away.

7. At that glad time we must not forget the poor and the sad. We must try to make their homes glad and bright, and so we shall enjoy our own Christmas all the more.

Pronounce and Spell :—

shoes	quite	slid'-ing	farm'-er	re-minds'
wrap	forth	some'-times	a-sleep'	Christ'-mas
your	sown	him-self'	har'-vest	cheer'-ful
selves	world	a-gain'	for-get'	fire'-side
brisk	friends	flow'-ers	in'-sects	joy'-ful
goes	frost'-y	ev'-er	re-turn'	pret'-ty

QUESTIONS.—Why must we put on thick warm shoes for our winter walk? What is the best way to warm us on a frosty day? What shall we see the boys doing on the ice? What has become of the flowers and trees? How do you know that the farmer expects that all will come back again? What does winter especially remind us of? Whom should we always remember at Christmas time?

## THE ROBIN.

Mrs., mistress

por'-tion, part

1. My pretty little robin,  
With coat so very gay,  
Have you come on purpose  
To dine with me to-day?
2. You know that you are welcome,  
Come, robin, when you will,  
Because you sing so sweetly  
Upon my window-sill.
3. Some nice soft crumbs I've sav'd you ;  
I thought that you would come ;  
So pick up now your portion,  
The rest you shall take home,
4. Where Mrs. Robin Redbreast,  
With bonny children three,  
Are waiting for their dinners  
At home, in yonder tree.

Pronounce and Spell :—

sill	pur'-pose	sweet'-ly	red'-breast	wait'-ing
crumbs	wel'-come	win'-dow	bon'-ny	din'-ners
pret'-ty	be-cause'	por'-tion	chil'-dren	yon'-der





## THE WORLD.

**globe**, a ball

**val'-leys**, low land between hills

**des'-ert**, sandy country.

**brooks**, little rivers

**coast**, edge of the land

**for'-est**, a large wood

1. The world we live on is not like a large flat field, but it is a very big globe or ball, in shape much like an orange.

2. It is made of land and water, and there is not nearly as much land as there is water. This large ball is not smooth outside, but in some places there are high parts of land which we call hills and mountains. In others there are long deep hollows called valleys.

3. Streams of water run down the hills and meet together, and form brooks and wide deep rivers which flow away to the sea.

The land next to the sea is called the sea-side, or the shore or the coast.

4. A part of the country covered with sand for miles is a desert ; but large tracts or hills covered thickly with trees are called forests.

5. Some countries are very hot, and others are so cold that there is snow on the ground nearly all the year round.

6. A map is a picture of the ground shape of the world. On these maps we see many colours, blue, red, green, and yellow. The sea is mostly coloured blue, and the land red, green, or yellow. Mountains are shown by short thin lines, and rivers by long narrow ones.

Pronounce and Spell :—

world	streams	near'ly	val'leys	for'est
globe	brooks	out'side	riv'ers	coun'tries
smooth	coast	plac'es	a-way'	oth'ers
high	tracks	moun'tains	coun'try	near'ly
which	or'ange	hol' lows	des'ert	to-geth'er
hills	wa'ter	call'ed	thick'ly	cov'er-ed

QUESTIONS.—What is the world like? Of what is it made? What are mountains? What are the low parts called? How are the rivers made? What do you mean by the sea shore? What is a desert? What are large woods called?



### THE COUNTRY.

1. We have read how little Harry enjoyed his visit to his uncle who lived in the town. A few weeks after that happy day, his little cousin Frank came over from the town to spend a day with Harry in the country.

2. The green fields seemed so nice, and he was delighted to watch the cows and the sheep. He ran after the butterflies, and then went to look for flowers in the lane.

3. His great delight was in the hayfield. *He did not know* very well how to make the

hay, but he tried his best. Riding about in the waggon and running up and down the field at last tired him out.

4. When tea time came, he ran into the yard and got some new milk fresh from the cow. His aunt asked him to have an egg. One was soon brought in, that a hen had laid an hour or two ago. He thought this much nicer than having to run to a shop.

5. As the evening came on he was sorry to leave. He thought it would be so nice to live always in the country among horses, and cows, and sheep. When he reached home he began to think that the country would not be so nice in the winter, and he was quite sure there was no place like home.

Pronounce and Spell :—

town	tried	hap'-py	de-light'	a-mong'
weeks	tired	cous'-in	hay'-field	reach'-ed
watch	leave	coun'-try	read'-ing	be-gan'
aunt	quite	seem'-ed	wag'-gon	win'-ter
brought	lit'-tle	flow'-ers	run'-ning	en-joy'-ed
laid	vis'-it	ask'-ed	sor'-ry	de-light'-ed

QUESTIONS.—What did Frank think was so nice in the country ?  
 What did he run after ? Where did he find his great delight ?  
 What made him enjoy his tea ? What did he think about living in the country ?



## I MUST NOT TEASE MY MOTHER.

1. I must not tease my mother,  
For she is very kind ;  
And everything she says to me  
I must directly mind.  
For when I was a baby,  
And could not speak or walk,  
She let me on her bosom sleep,  
And taught me how to talk.
2. I must not tease my mother,  
And when she likes to read,

Or writes a letter, I will step  
 Most silently indeed.  
 I will not choose a noisy play,  
 Nor trifling troubles tell ;  
 But sit in quiet by her side  
 When mother seems not well.

3. I must not tease my mother ;  
 I've heard dear father say,  
 When I was in my cradle sick  
 She nursed me night and day.  
 She lays me in my little bed,  
 She gives me clothes and food,  
 And asks for nothing in return,  
 But that I should be good.
4. I must not tease my mother,  
 She loves me all the day,  
 And she has patience with my faults,  
 And teaches me to pray.  
 How much I'll strive to please her  
 She every hour shall see ;  
 For should she go away or die,  
 What would become of me ?

*Mrs. Sigourney.*

Pronounce and Spell :—

tease	loves	bos'-om	qui'-et	pa'-tience
taught	faults	in-deed'	fa'-ther	teach'-es
read	strive	nois'-y	cra'-dle	di-rect'-ly
choose	please	trif'-ling	nurs'-ed	si'-lent-ly
clothes	moth'-er	troub'-le	noth'-ing	ev'-er-y-thing



“JUST WAIT A MINUTE.”—PART I.

**wait, stay**

1. Have you never met with boys and girls who are fond of saying, “Just wait a minute?” They can never be ready at the right time. I once knew a little boy who was always just too late, and who would say many times a day, “Just wait a minute.”

2. When his brother and sister were ready for school, he would call out, “Just wait a minute.” But they found that they would be late as well as their brother if they did wait, so they soon gave up waiting.

3. One day this boy was late again as usual. It was time for school, and he said he

would come in a minute. He had been late so often that his master told him he must punish him the next time he came late.

4. When at last he was ready, off he went ; but school had begun. What was he to do ? If he went in, he knew his master would punish him ; and if he went home, his father and mother would be very angry.

5. He went up to the door of the school, but he dare not go in. Then he walked up and down the road, then across a field, until he came to a wood. He went in this wood, and began to look for flowers, but he did not feel happy.

Pronounce and Spell :—

wait	nev'-er	school	an'-gry
knew	say'-ing	mas'-ter	moth'-er
held	min'-ute	would	flow'-ers
a-cross'	read'-y	pun'-ish	hap'-py

## “JUST WAIT A MINUTE.”—PART II.

clap, noise

tired, weary

1. Dark clouds soon came over the sky, and the rain began to fall. He heard a loud clap of thunder. He knew not what to do, or where to go. He could not find the road by which he came. The rain fell faster and faster, and the thunder was louder and louder.



2. The poor boy was cold and wet and hungry. He walked about first this way and then that, and he felt very, very sad.

3. At last he found the road, and he tried to run off home, but he was so tired he could not run far. He reached home just as it was dark.

4. His father and mother had been in great trouble about him, and were very pleased to see him safe at last. As he was wet and cold and tired, they did not say much to him about being away from school.

5. Next morning his head was very giddy, and he felt very ill. He had to lie in bed for many days. He made up his mind that no one should ever have to wait for him any more, even for a minute.

Pronounce and Spell :—

clouds	heard	where	troub'-le
road	pleas'-ed	thun'-der	morn'-ing
tried	walk'-ed	com'-ing	gid'-dy
could	a-bout'	reach'-ed	a-way'

QUESTIONS.—What do some boys and girls often say? What made this boy so often late at school? What prevented him from going in when he was late one morning? Where did he go to? What happened when he was in the wood? What kept him so long in the wood? When did he get home? Where was he for many *days*? What did he make up his mind to do?

## OUR CLOTHES.—PART I.

spun, twisted

sap, juice

1. "My dear children," said a kind teacher to her class, "have you ever thought of the many things used in the making of your clothing, and where they come from?"

2. "Do you know that most of the things used have been grown on a tree, or have already formed the clothes of the cow, sheep, or goat? Some of the smaller parts used have been got up from the bottom of the sea, or from mines deep in the earth, and other parts have been spun by a worm.

3. "I shall be pleased if each of you will name some part of your dress, and tell me all you can about it."

4. "I know my boots are made of leather," said little Harry, at the top of the class.

5. "Yes," said the teacher, "but there are other things used in the making of your boots besides leather. There are the nails, which are made of iron. Iron is dug out of mines deep down in the earth. I see you have elastic sides. Now elastic is made

of india-rubber, and this is the sap of a tree which grows in a hot country many thousands of miles from here."

6. "How strange," said Harry. "I never thought of the nails and the sides. Then my boots are made of the skin of an animal, the gum of a tree, and iron from the earth."

7. "My frock is made of cotton," said Jane, "but I do not know what cotton is, or where it comes from."

8. "Cotton," said their teacher, "is obtained from the pod of a tree which grows in some hot parts of the world. The tree is called the cotton tree. The pods are picked when ripe, and the down inside them, which is like wool, is put up into large bundles called bales, and sent to this country. Here it is woven into cotton cloth, and this is used in the making of shirts and frocks.

9. "I will teach you these two pretty verses on the cotton tree :—

1. Fair befall the cotton tree !  
Bravely may it grow !  
Bearing in its seedy pod,  
Cotton white as snow.

2. Spin the cotton into thread,  
Weave it in the loom ;  
Wear it now, thou little child,  
In thy happy home."
- 

### OUR CLOTHES.—PART II.

1. "My coat," said Tom, "is made of cloth, and this I know is woven from wool."
2. "Yes," said the teacher. "Wool, you know, comes off the back of the sheep. You see it was a nice warm coat for the sheep, before it was made into a nice warm coat for you. The buttons on it are pearl, and this is obtained from the inside of shells found in the sea."
3. "The ribbon on my hat is made of silk," said little Rose. "Yes," said the teacher, "and so is Tom's tie."
4. "The silk was spun by a kind of worm called the silk worm. These silk worms are kept in large numbers in some countries. They are very much like the yellow grubs you sometimes see on plants in the garden."
5. "I kept some once. After a time they made a small ball the shape of a bird's egg, and all over the outside I found soft yellow

threads. These threads are woven into silk, which is used in the making of ribbons, ties, and dresses.

6. "But what is your hat made of?" "Why, of straw," said little Rose. "Yes," said the teacher, "straw is very largely used in the making of hats and bonnets. Some people trim them with feathers; so you see we get some parts of our clothing from the birds.

7. "Tom's hat is made of seal-skin. The seal is a beast that lives in the sea." "How very funny," said Rose, "Tom's hat comes out of the sea, and mine out of the ground."

8. "I am pleased I have given you something to think about," said the teacher. "You see birds, beasts, worms, fishes, and plants supply us with some parts of our clothes. When you are older, you will learn how these things are made fit to wear."

Pronounce and Spell :—

cloth	beast	rib'-bon	large'-ly	cloth'-ing
wool	ground	teach'-er	bon'-nets	fish'-es
thread	learn	yel'-low	feath'-ers	peo'-ple

QUESTIONS.—Where do we get wool from? What is pearl? What *is silk*? What is straw used in making? Name all the creatures *and plants* from which we get clothing.

## THE FIRST LETTER.

*London, June 1st, 1883.*

*Dear Father and Mother,*

*I am so glad to be able to write a letter to you. It is my first letter, and I hope you will keep it for some years, and then you will see how much I improve in my writing.*

*I am now in the First Standard, but our examination takes place shortly, and my teacher says, if I pass, I shall be put into the Second Standard.*

*I shall work hard and strive to pass, as I know it will please you very much. I remain,*

*Dear Father and Mother,  
Your affectionate Child,*

(Name) .....

## SPELLING LESSONS.

*These lessons are to be copied on slates and learnt, and afterwards given out for dictation.*

### Lesson 1.—Names of things in the school.

desk	pen	fire	chalk
form	pen-cil	fire-place	dust-er
chair	copy-book	stove	black-board
slate	cup-board	win-dow	point-er

### Lesson 2.—Names of things in the house.

fire	mat	book	ta-ble
fen-der	car-pet	cur-tain	knife
tongs	hearth-rug	blind	fork
po-ker	so-fa	stairs	plate

### Lesson 3.—Names of things we eat.

bread	beef	fowl	cab-bage
but-ter	mut-ton	goose	pars-nip
cheese	pork	tur-key	car-rot
meat	lamb	po-ta-toes	on-ions

### Lesson 4.—Names of things we eat and drink.

ap-ples	cur-rants	pep-per	wa-ter
pears	o-range	mus-tard	tea
plums	cher-ry	gin-ger	cof-fee
grapes	su-gar	milk	co-coa

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